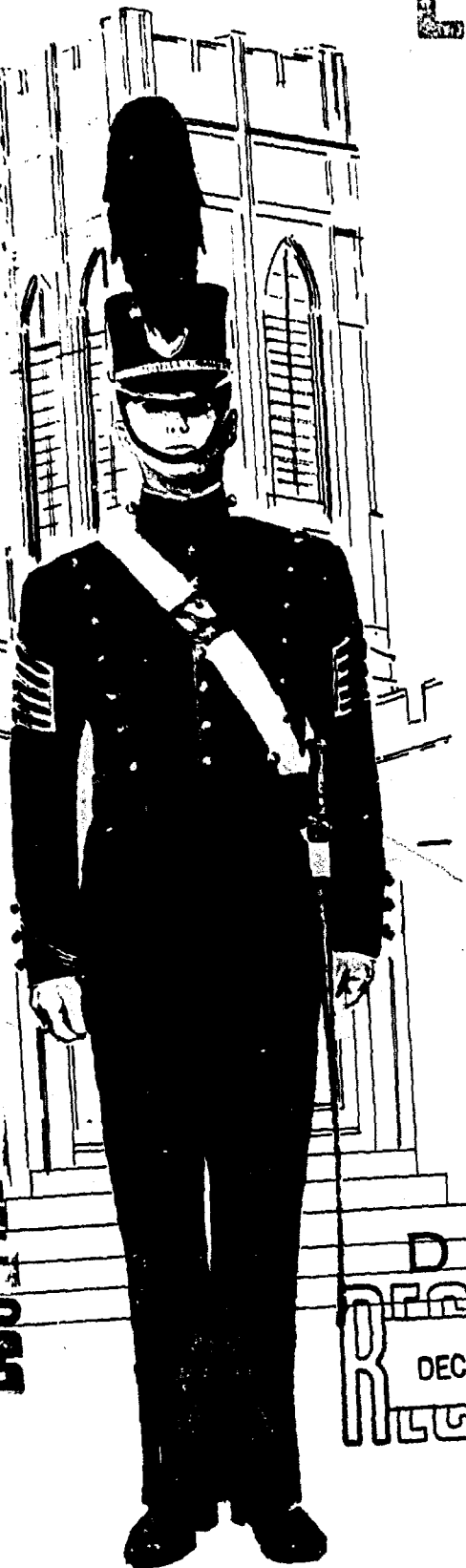


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# UNITED STATES MILITARY ACADEMY

WEST POINT · NEW YORK

A COMPARISON OF  
NEW CADETS AT USMA  
WITH ENTERING FRESHMEN  
AT OTHER COLLEGES  
CLASS OF 1976

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CLASS OF 1976

(14) 1B4.03-73-022  
Project 148

Report Prepared by (10) John W./Houston

(11) Mar-73

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## THE NEW CADET: A SUMMARY IMPRESSION

The typical new cadet in the Class of 1976 is 18 years old, and his home is over 500 miles from West Point. He lived in a city of moderate size while growing up. His father has had some college, is a businessman, military careerist, or a skilled worker, and earns a total yearly income between \$12,500 and \$20,000.

In secondary school he had a B+ average and ranked in the top quarter of his graduating class. The typical new cadet attended a public school with a graduating class of 250 to 500. Between 50% and 74% of his high school class planned on going to college. He won a varsity letter and became a member of a scholastic honor society. He drinks beer but does not smoke.

The new cadet made application at one or two other colleges. He plans to earn a master's degree. His major field of interest is Engineering, Pre-Professional Medicine or Law, or History and Political Science. His reasons noted as very important in selecting the United States Military Academy were the good academic reputation of the college, the athletic program, and the financial assistance offered.

His current political preference is "Middle-of-the-Road". He feels the government is not doing enough in controlling pollution or protecting the consumer; there is too much concern in the courts for the rights of criminals; parents should be discouraged from having large families; women should get job equality; and the wealthy should pay more taxes.

In his opinion, colleges are too lax on student protests; the same performance standards should be used in awarding degrees to all students; the chief benefit of college is an increase in earning power; and students should help evaluate faculty performance. As long run objectives, he hopes to be an authority in his field, keep up with political affairs, raise a family, and have an active social life. Developing a philosophy of life is important, as is helping others in difficulty. He hopes to have friends different from himself, to obtain recognition from his peers, and to be very well-off financially. These dimensions represent a partial picture of the typical new cadet in the Class of 1976.

In comparison with entering cadets of the Class of 1975, the new cadet in the Class of 1976 is somewhat more conservative in attitude. Both his father and mother have attained a slightly higher level of education and have a larger income. The percentage of entering cadets interested in the professions (medicine, law, divinity), increased from 14% to 17% since last year.

## PREFACE

The United States Military Academy, in July 1972, participated for the seventh time in the American Council on Education's (ACE) annual survey of the characteristics of students entering college as first-time, full-time freshmen. The major purpose of this ACE survey is to determine how students are affected by the college they attend; at the same time, it provides valuable comparative data about various subgroups in the population of American college freshmen. West Point's participation in the survey permits a comparison of entering Plebes with norms for other freshmen male students and with norms for groups of schools with specific institutional characteristics.

On 3 July 1972, 1378 young men entered West Point as the Class of 1976. Of this entering group 1319 completed the ACE survey during the second week of New Cadet Barracks. Out of the group that was tested, 197 reported prior college experience. Since the national norms as published by the American Council on Education<sup>1</sup> deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1122 Plebes without prior college experience.

The ACE annual national norms survey collects data on secondary school and socio-economic background, values, interests, and activity patterns.<sup>2</sup> A comparison of West Point cadets with norms for various types of undergraduate institutions highlights the unique aspects of the U.S. Military Academy student body and as well, reveals similarities and differences between West Point and other groups of schools.<sup>3</sup>

Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference or comparison norms of male freshmen are used in this report: (1) all four-year colleges, (2) technical institutions, (3) private universities, and (4) public universities. The four-year colleges are those public and private institutions which grant a bachelor's degree. The private university-related colleges are those colleges under private control which are parts of universities, while the public university-related colleges fall under direct state and local government control. Universities are defined as institutions which give considerable stress to graduate instruction, which confer advanced degrees as well as bachelors'

<sup>1</sup>The American Freshmen: National Norms for Fall 1972. ACE Research Report Vol. 7, No. 5 (Washington, D.C.: Office of Research, American Council on Education, 1972).

<sup>2</sup>The questionnaire is included as Appendix A.

<sup>3</sup>All of the questions in the original ACE 1972 Student Information Form, which in turn were reported to participant institutions on the Data Summary print-out, are included in this report with the following exceptions: (1) concern about ability to finance college education; (2) source of finance for first year of undergraduate education; (3) religion in which reared; (4) marital status; (5) highest degree planned here; (6) prior military service.

degrees in a variety of liberal arts fields, and which have at least two professional schools that are not exclusively technological. Technical institutions are those with a technological curriculum; included in this category are such institutions as the California Institute of Technology, the Stevens Institute of Technology, and the Virginia Military Institute, as well as all service academies.

The choice of a relevant comparison group for USMA is a judgment which should be based upon one's purposes for drawing comparisons. Four-year colleges provide a broad base for comparison, since they include all types of students. Technical institutions and private university-related colleges provide a more selective base for comparison because of their generally more selective admissions policy and because they probably draw on the same population of high school graduates as USMA. Public university-related colleges are presented because cadets often indicate that their alternative choices for college come from this group. All four categories include a range of highly selective and less selective colleges; the ACE sample was selected to represent the national population of colleges in each category.<sup>4</sup>

Another factor which must be recognized is that all data are self-reported and in some instances are not entirely compatible, even with other self-reported information obtained during the same general period of time. No attempt has been made to verify independently any of the data in this report. Conclusions drawn from the report must be tempered accordingly.

The reader is referred also to a report on the biographical characteristics and achievements of the cadets who entered the Class of 1976.<sup>5</sup>

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<sup>4</sup>A list of colleges incorporated in each of these norm groups is given in Appendix B. The American Council on Education has included the Service Academies, the Virginia Military Institute, and seven other technical institutions in the category of Technical Institutions. Since the Academies constitute a large portion of the schools in this category, care must be taken in interpreting comparative data between USMA and the Technical Institution category. A conclusion that USMA cadets look like Technical Institution students may in some cases be due solely to this "contamination" of the technical institution norm group.

<sup>5</sup>Houston, John W., and Fleming, Lance, Characteristics of the Class of 1976, Office of Institutional Research, August 1972.

# I. BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

## 1. Age in years as of 31 December 1972

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
16 or younger	0.0	0.1	.1	.1	.3
17	1.5	3.4	3.1	2.7	6.1
18	78.3	75.7	77.7	77.4	80.7
19	17.9	16.3	16.3	16.9	11.8
20	1.8	1.9	2.0	1.2	.6
21 or over	.5	2.6	.8	1.8	.7

The age distribution of new cadets is narrower than for the other categories of institutions, being predominately centered in the 18-19 year old interval.

## 2. Racial Background

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Caucasian/White	93.0	86.8	92.3	95.9	93.6
Negro/Black	3.1	10.5	4.6	2.7	3.5
American Indian	1.3	0.9	1.2	1.2	.6
Oriental	1.9	1.0	1.7	.7	1.4
Mexican-American/ Chicano	1.4	0.5	0.6	.5	.9
Puerto Rican- American	0.3	0.8	0.4	.1	.6
Other	0.9	1.6	1.7	1.0	1.3

Minority group representation in the Class of 1976 is greater than the norms for public universities, approximately equal to that of technical institutions and private universities, and lower than the levels in four year colleges. Percents add to more than 100 since some students indicated they were from more than one racial background.



### 3. Religious Preference

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Protestant	55.1	38.4	46.5	43.0	22.4
Roman Catholic	37.4	30.7	36.1	23.4	41.6
Jewish	1.2	3.2	1.5	3.3	12.5
Other	2.7	12.6	5.4	10.5	6.4
None	3.7	15.2	10.5	19.8	17.1

More cadets give their religious preference as Protestant than do any of the norm groups while Roman Catholic is given as a preference by more cadets than for any norm group except Private Universities. Fewer cadets have no religious preference than do other students.

### 4. Distance from Home to College

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
10 or less miles	0.6	17.2	8.3	13.7	13.9
11-50 miles	3.0	23.1	13.8	14.6	16.9
51-100 miles	8.0	13.8	8.2	19.7	8.1
101-500 miles	26.0	31.0	21.5	43.9	33.6
More than 500 miles	62.3	14.8	48.1	8.0	27.5

The more diverse geographical representation at the US Military Academy than at other institutions is borne out by the above figures. There is an inverse relationship between the closeness of West Point and home for cadets, while the norms indicate that other schools draw heavily from nearby communities and states.

5. Size of Place Lived While Growing Up

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
On a farm	5.8	6.7	5.2	9.8	1.8
In a small town	18.9	19.9	18.8	17.4	12.4
In a city of moderate size	41.0	31.8	39.1	33.7	28.8
In a suburb of a large city	26.1	26.5	26.0	28.5	38.3
In a large city	8.1	15.2	11.0	10.6	18.7

Although following the same general pattern as the norm groups, a larger proportion of cadets lived in a city of moderate size while growing up than did students in any of the other groups.

6. Citizenship

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Native born U.S. Citizen	97.0	96.1	95.6	98.0	96.1
Naturalized U.S. Citizen	2.7	2.1	2.3	1.3	1.7
Not a U.S. Citizen	.3	1.7	2.1	.6	2.3

There were slightly more native born U.S. Citizens entering USMA than at four year colleges, technical institutions and private universities, while there were slightly less than at public universities.

## 7. Parents' Highest Level of Education

### A. Father's Education

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	3.8	8.2	5.7	4.9	4.0
Some high school	9.1	14.3	11.3	9.7	7.9
High school graduate	24.0	30.0	27.4	28.7	22.2
Some college	21.3	16.4	19.1	17.3	16.3
College degree	20.7	16.4	19.1	22.0	23.6
Some graduate school	4.8	2.9	3.6	3.3	4.2
Post-graduate degree	16.3	12.0	13.6	14.2	21.9

### B. Mother's Education

Grammar school	2.2	5.2	4.2	2.6	2.8
Some high school	8.1	12.1	10.0	7.6	6.5
High school graduate	40.3	44.8	44.8	44.2	38.1
Some college	24.1	17.5	19.7	20.8	21.4
College degree	18.2	13.7	14.9	17.9	20.3
Some graduate school	2.0	2.5	2.4	2.6	4.1
Post-graduate degree	5.2	4.2	4.0	4.3	6.7

Approximately 42 percent of their fathers had received college degrees (graduate and/or undergraduate), while another 21 percent had taken at least some college work. The median level of education for cadets' mothers is a high school graduate, as it is for four-year colleges, technical institutes, and public universities; while for private universities the median level of mother's education is some college.

## 8. Parents' Marital Status

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Both alive, married to each other	89.7	84.9	89.4	87.3	88.2
Both alive, divorced or separated	6.5	7.9	5.8	6.4	5.8
One or both parents deceased	3.7	7.2	4.8	6.3	6.1

A slightly larger proportion of cadets had both parents alive and married to each other than did students in any of the norm groups.

## 9. Father's Occupation

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist (incl performer)	0.6	0.8	0.8	0.9	0.8
Businessman	28.7	31.2	29.2	33.5	42.0
Clergyman	0.6	1.2	0.6	0.6	0.8
College teacher	1.2	0.9	0.8	1.3	1.3
Doctor (MD, DDS)	1.0	2.2	1.0	2.5	6.1
Education (secondary)	4.3	2.8	3.5	2.7	2.1
Elementary teacher	0.7	0.4	0.3	0.3	0.4
Engineer	8.2	7.7	10.2	10.2	9.5
Farmer or forester	2.8	3.6	2.2	7.0	1.1
Health professions (non-MD)	1.5	1.2	1.2	1.5	1.4
Lawyer	1.5	1.4	1.0	1.6	3.5
Military career	13.4	2.4	8.9	2.3	1.2
Research scientist	0.5	0.6	0.6	1.0	1.1
Skilled worker	10.4	12.9	13.1	10.3	8.7
Semi-skilled worker	5.5	7.5	6.6	5.5	4.1
Unskilled worker	2.3	4.4	2.8	2.4	1.9
Unemployed	1.5	1.9	1.5	1.4	1.5
Other	15.4	16.8	15.8	14.9	12.4

The major differences between new cadets and other freshmen, in terms of father's occupation, arise in the larger proportion of cadets whose fathers are military careerists.

# 10. Parents' Employment History

## A. Father's Employment

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Presently employed full- time	94.0	91.4	93.0	92.8	93.0
Presently employed part- time	0.9	1.3	1.0	1.2	1.0
Not now employed but was in past	5.0	7.1	5.9	5.8	5.8
Not now employed and never was	0	0.2	0	0.2	0.1

## B. Mother's Employment

Presently employed full- time	30.5	33.6	30.8	31.6	27.5
Presently employed part- time	16.5	16.8	16.9	16.9	15.4
Not now employed but was in past	36.1	33.3	36.9	34.6	38.1
Not now employed and never was	16.9	16.4	15.4	16.9	19.1

A larger proportion of fathers of cadets are employed full-time than are fathers of students in any of the norm groups. A smaller proportion of mothers of cadets are employed full-time than for any of the norm groups except private universities.

# 11. Estimated Total Parental Income Last Year

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Less than \$4,000	1.2	6.1	2.3	3.2	2.7
\$4,000-5,999	2.5	5.2	2.8	3.6	2.8
\$6,000-7,999	6.5	7.5	5.9	5.8	4.1
\$8,000-9,999	8.0	10.3	9.9	9.2	6.3
\$10,000-12,499	16.4	16.8	17.3	17.0	12.8
\$12,500-14,999	16.8	14.2	17.3	15.1	12.0
\$15,000-19,999	21.2	16.4	20.1	17.4	17.1
\$20,000-24,999	14.6	9.4	12.6	12.1	12.3
\$25,000-29,999	7.2	4.7	5.6	5.9	7.1
\$30,000 or more	5.7	9.5	6.2	10.8	22.7

For USMA cadets and in the first three norm groups presented above, the median family income lies in the \$12,500-14,999 range. For students in private universities, the median family income is \$15,000-19,999.

## II. SECONDARY SCHOOL GRADES AND ACHIEVEMENTS

### 12. Average Grade in Secondary School

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
A or A+	18.9	6.3	16.9	7.0	18.9
A-	23.8	10.5	21.3	12.3	19.7
B+	26.9	18.4	25.5	22.1	23.0
B	20.4	26.0	21.0	26.9	20.7
B-	6.8	16.2	9.0	15.8	9.6
C+	2.3	14.3	4.6	10.5	6.1
C	0.9	7.9	1.5	5.0	2.0
D	0	0.4	0.1	0.2	0.1

A larger proportion of Plebes reported average grades of "A" than did male freshmen for any of the norm groups. Technical institutions resembled USMA in the proportion of entering freshmen reporting average grades of B+ or higher.

### 13. Academic Rank in High School Class

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Top quarter	83.2	47.0	75.6	58.5	68.9
Second quarter	14.2	35.1	19.0	31.2	22.1
Third quarter	2.5	16.0	4.8	9.3	8.1
Fourth quarter	0.2	2.0	0.5	1.0	0.9

The excellent performance of the average new cadet in secondary school is reflected in reported class rank. USMA again resembles most closely the technical school norm. The average cadet graduated higher in his high school than did students in the other categories of institutions above.

14. Type of Secondary School

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Public	83.7	80.1	83.6	87.7	65.0
Private (denom- inational)	11.3	14.5	11.8	8.9	25.5
Private (non- denominational)	3.9	4.5	3.7	3.0	9.0
Other	1.1	0.8	0.9	0.4	0.5

The proportion of Plebes who attended Public Secondary School is larger than for students at four-year colleges and private universities; about the same as for those at technical institutions; and less than for those at public universities.

15. Year Finished Secondary School

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Graduated in 1972	90.8	93.4	92.4	95.3	97.5
Did not graduate in 1972	9.2	6.6	7.6	4.7	2.5

The proportion of Plebes who graduated from Secondary School in 1972 is less than for any of the norm groups. This is caused to a large extent by the members of the Class of 1976 who attended the USMA Preparatory School.

16. Size of High School Graduating Class

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
25 or less	0.9	1.7	0.8	1.7	1.2
26-50	4.4	4.7	3.0	4.0	3.5
51-100	9.9	8.9	7.2	9.1	8.1
101-249	25.8	26.9	26.0	25.2	24.7
250-500	30.2	32.8	34.0	35.8	32.2
Over 500	28.8	25.1	29.0	24.2	30.2

The size of high school graduating classes for cadets follows approximately the same pattern as for the norm groups.

17. High School Class Going to College

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Under 10 percent	0.8	2.1	1.0	1.9	0.8
10-24 percent	4.6	9.2	5.8	11.0	4.0
25-49 percent	22.6	24.1	22.7	26.6	14.1
50-74 percent	43.8	36.1	39.8	36.5	29.5
75 percent or more	28.2	28.5	30.7	24.1	51.6

The proportion of Plebes coming from high schools where 75 percent or more of the graduating class are going to college is larger than for students in public universities, about the same as those in four-year colleges, and less than those in technical institutions and private universities.



# 18. Activities and Accomplishments

## A. During My Lifetime:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Employed while not in school	9.3	12.7	9.3	12.2	8.9
Won award in art competition	7.9	9.5	8.6	10.5	9.8
Had original writings published	16.0	12.5	13.8	13.8	18.2

## B. During The Past Year:

Played a musical instrument	28.3	32.1	30.6	32.6	34.7
Attended religious services	84.5**	72.1	77.2	69.2	71.8
Participated in a demonstration	7.2	11.3	7.4	10.2	13.5
Visited Art Gallery or Museum	63.5	51.5	56.6	53.2	61.1
Smoked cigarettes regularly	7.3**	17.5	10.8	15.7	13.7
Drank beer	60.4	59.6	62.6	66.5	61.5
Had vocational counseling	20.9	16.7	18.3	16.1	14.5
Worked in political campaign	9.7	10.1	9.8	10.7	14.2

## C. While in High School:

Was Honor Society member	59.9**	26.4	52.7	32.3	45.1
Won letter-basket- ball, football	46.9**	28.6	33.5	26.5	20.7
Won varsity letter other sport	71.9**	41.2	53.2	39.9	40.4
Edited school publication	12.0	11.4	10.8	11.2	17.3

\*\* Where a double asterisk is shown, the absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

A larger proportion of Plebes reported attending religious services, visiting an art gallery or museum, becoming a member of an honor society and winning a varsity letter than did male freshmen at any of the norm groups. Fewer Plebes smoked cigarettes regularly than did any of the other groups.

### III. EDUCATIONAL AND CAREER ASPIRATIONS

#### 19. Number of College Applications

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This college only	16.9**	35.3	19.5	47.1	18.3
One other	23.7	20.0	23.1	19.9	15.6
Two others	23.2	18.3	22.9	15.7	19.2
Three others	14.9	11.2	15.4	8.9	17.1
Four others	9.0	6.8	9.4	4.5	12.6
Five others	6.4	7.9	4.9	2.1	8.1
More than five others	5.9	3.6	4.8	1.8	9.2

Cadets in the Class of 1976 submitted applications to more colleges than did students at any of the norm groups except the students at private universities.

#### 20. Number of College Acceptances

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This college only	19.4**	31.4	18.8	41.5	17.4
One other	31.2	27.4	29.0	27.1	23.0
Two others	24.4	21.7	24.7	18.1	24.3
Three others	12.5	11.6	15.3	8.2	17.9
Four others	6.2	4.6	6.5	3.1	9.6
Five others	2.8	1.8	2.6	1.2	4.1
More than five others	3.5	1.6	3.1	.8	3.8

\*\*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

Plebes were accepted at more institutions than were students at four-year colleges and public universities, at about the same number as students at technical institutions, and at fewer than students at private universities.

21. Highest Degree Planned

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	0.4	1.4	0.5	1.1	0.6
Associate (or equivalent)	0.1	1.3	0.3	0.7	0.3
Bachelor's Degree (BA, BS)	11.9**	32.6	22.1	35.6	18.9
Master's Degree (MA, MS)	48.5**	30.7	44.7	26.1	25.8
Ph.D. or Ed. D.	22.1	13.5	21.4	12.3	17.9
MD, DDS, or DVM	8.1**	10.3	5.8	14.5	21.5
LLB or JD	8.2	7.7	4.5	8.4	13.7
BD	0.5	0.8	0.2	0.3	0.4
Other	0.1	1.7	0.5	1.0	0.9

\*\*Where a double asterisk is shown, the absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

The aspirations of cadets for graduate education are quite high; a larger proportion of new cadets desire a graduate degree at the master's level or above than freshmen in any of the norm groups. A surprisingly large number of cadets aspire to earn a doctorate, continuing a trend established by earlier classes. In addition to rising educational aspirations in general, the percentage of new cadets interested in professional degrees (medicine, law, divinity), while still small (16.8%) is significant.

## 22. Major Fields of Study

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Agriculture (incl forestry)	1.2	2.0	0.4	7.4	0.1
Biological Science	2.6	5.6	5.6	6.1	5.9
Business	4.6**	15.7	9.3	13.0	15.7
Education	0.9	4.5	0.5	2.0	0.9
Engineering	27.0	11.8	37.8	13.5	13.3
English	0.5	1.3	0.5	0.8	1.3
Health professions (non-MD)	1.0	2.5	0.8	2.7	2.3
History, Political Science	12.4	7.1	7.9	4.8	6.2
Humanities	2.0	2.7	1.5	1.9	1.9
Fine Arts	2.1	6.7	1.7	9.2	6.5
Mathematics or Statistics	4.9	3.2	4.7	2.5	2.8
Physical Sciences	5.7	4.0	8.2	3.7	5.2
Pre-Professional	12.9**	14.4	7.4	18.5	25.8
Social Sciences	1.6	6.6	2.8	4.7	5.3
Other fields (technical)	3.6	5.9	3.7	4.6	2.9
Other fields (non-technical)	11.4**	1.0	3.4	0.7	0.3
Undecided	5.5	4.8	3.8	3.9	3.5

\*\*The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

The number of cadets marking "other fields, non-technical" (11.4%) is explained by the fact that "military science" was a sub-category of this area.

### 23. Probable Career Occupation

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist	0.6	5.0	1.1	4.5	4.5
Businessman	3.2	14.4	8.2	11.6	13.9
Clergyman	0.6	1.5	0.2	0.4	0.9
College teacher	0.3	0.9	0.4	0.7	1.0
Doctor (MD or DDS)	5.6	8.9	4.1	11.1	20.6
Educator (secondary)	1.7	6.7	1.3	3.6	2.0
Elementary teacher	0.2	1.2	0.2	0.3	0.2
Engineer	11.7	9.5	23.9	11.9	11.4
Farmer or Forester	1.3	2.3	0.8	6.7	0.4
Health Professions (non-MD)	0.6	3.7	0.6	6.3	2.5
Lawyer	6.0	8.6	3.4	9.1	14.0
Nurse	0.0	0.1	0.1	0.1	0.0
Research scientist	1.2	3.6	4.4	4.5	5.4
Other choice	57.8	19.3	44.6	16.0	10.7
Undecided	9.2	14.3	6.7	13.2	12.4

"Other choice" includes military career as a sub-category, thereby accounting for the large percentage in this category. A surprisingly large number nonetheless indicated engineering as their most probable occupation. The differences in the number of those listing doctor or lawyer as a career occupation versus those aspiring to medical or legal degrees (para 21) perhaps can be interpreted as a reflection of those who aspire to be civilian doctors or lawyers.

24. Reasons Noted as Very Important in Selecting this College

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Relatives wanted me to go	25.6**	8.7	14.8	6.7	7.2
Wanted to live away from home	10.4**	16.6	9.2	22.0	22.8
College has a good academic reputation	87.9**	53.0	79.4	52.9	76.4
Has a good athletic program	63.6**	17.4	39.8	12.5	13.3
Most friends going to this college	0.3	2.8	0.6	3.6	0.9
Offered financial assistance	68.4**	23.7	42.6	12.9	26.2
Low tuition	30.5**	15.2	23.4	20.2	1.6
Advice of someone who attended	17.6	16.8	15.6	15.3	13.8
Special educational program offered	46.8**	25.3	48.2	23.2	31.0
Not accepted anywhere else	1.4	2.9	1.6	3.1	2.1
Advice of guidance counselor	8.1	6.7	6.5	4.2	6.4
Wanted to live at home	1.0	8.8	4.0	6.1	4.5

25. Need for Special Help--"Proportion of students who feel they need special tutoring or remedial work in the following subjects:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
English	29.1**	22.7	23.6	23.3	15.5
Reading	15.1	12.7	13.3	12.8	10.9
Mathematics	35.7**	34.8	25.3	30.3	22.7
Social Studies	5.7	4.4	5.0	3.6	2.6
Science	21.3	18.3	17.2	15.5	14.2
Foreign Language	46.9**	29.4	29.9	24.7	21.7

\*\* Where a double asterisk is shown, the absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

#### IV. ATTITUDES, OPINIONS AND OBJECTIVES

##### 26. Current Political Preference

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Far left	0.5	3.0	1.3	3.0	3.3
Liberal	24.6**	35.1	28.2	36.5	40.5
Middle-of-the- road	41.5	43.2	42.9	43.7	39.3
Conservative	32.1**	17.7	26.5	16.1	16.1
Far Right	1.3	1.0	1.0	0.6	0.8

USMA Cadets as a group indicate a more conservative current political preference than do any of the norm groups shown.

##### 27. Freshmen Views--"Proportion Agreeing Strongly or Somewhat"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Gov't not controlling pollution	87.3	90.0	88.3	91.2	91.4
Gov't not protecting consumer	63.8**	75.4	69.2	75.3	78.8
Gov't not desegregating quickly	30.0**	46.1	37.1	45.4	51.1
Too many rights for criminals	59.6	55.3	62.2	54.9	50.1
People should be paid equally	13.2**	23.3	15.6	20.3	19.2
Women's activities best in home	46.1**	45.3	44.7	40.3	34.6
Wealthy should pay more taxes	73.6	76.6	76.0	75.2	73.1
Should legalize marijuana	28.9**	48.4	37.8	53.1	56.2

\*\*Difference between USMA and one or more categories is 10 percent or more.

27. Freshmen Views--"Proportion Agreeing Strongly or Somewhat (Continued)

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Should discourage large families	70.3	68.3	71.1	77.3	71.6
Women should get job equality	89.9	88.9	90.2	90.0	91.8
Can do little to change society	31.4**	44.8	37.4	45.4	44.0
College officials have the right to regulate student behavior off campus	13.4	13.1	13.8	9.1	10.7
Benefit of college is monetary	65.7**	60.7	63.0	59.3	48.8
Students should help evaluate faculty	66.2**	76.7	74.5	79.7	79.2
College grades be abolished	19.9**	37.2	25.8	39.2	34.4
De-emphasize organized sports	19.2	26.0	22.6	28.0	28.9
Regulate student publications	36.1**	30.5	29.9	24.9	21.7
College has right to ban speakers	41.4**	26.7	35.2	23.2	23.4
Give disadvantaged preferential treatment	31.9	39.6	32.4	36.5	31.6
Colleges too lax on student protests	66.8**	45.0	58.1	39.4	38.8
Adopt open admissions at public colleges	20.4**	31.9	22.8	27.4	24.1
Use same degree standard for all	80.8	80.2	83.3	80.1	81.8

\*\*Difference between USMA and one or more categories is 10 percent or more.



27. Freshmen Views (Continued)

The views of new cadets on women's rights, college policies, and the role of the government differ quite extensively from the views of freshmen in the norm groups. A smaller proportion of cadets than other freshmen think: the government is not protecting the consumer, the government is not desegregating quickly enough, marijuana should be legalized, we can do little to change society, students should help evaluate faculty, college grades should be abolished, and public colleges should adopt an open admissions policy. On the other hand, Plebes, more than other freshmen, felt: women's activities are best in the home, the benefit of college is chiefly monetary, colleges should regulate student publications and have the right to ban speakers, and colleges are too lax on student protests.

28. College Expectations--"Proportion of students estimating the changes as very good they will:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Get married while in college	1.7	6.5	3.2	7.8	4.7
Marry within a year after college	35.3**	17.1	27.9	15.8	12.8
Change major field	20.8	17.9	14.5	19.8	16.4
Change career choice	22.4	18.1	13.4	19.7	17.8
Fail one or more courses	2.0	3.1	1.8	3.3	1.6
Graduate with honors	11.2	9.7	12.5	8.4	16.5
Be elected to a student office	4.2	3.1	4.5	1.7	2.8
Join social Fraternity	29.1**	19.6	27.0	16.5	20.0
Be elected to an Honor Society	10.0	5.4	9.4	4.8	10.6
Drop out temporarily	4.1	1.8	1.5	1.9	1.4
Drop out permanently	8.3	1.1	2.5	0.7	0.5
Transfer to another college	12.0	12.4	5.2	8.8	5.0
Be satisfied with college	57.8	57.6	64.5	56.0	66.3
Enlist in Armed Services before graduation	15.4**	5.1	20.3	2.3	1.4

\*\*Difference between USMA and one or more categories is 10 percent or more.

28. College Expectations--"Proportion of students estimating the chances as very good they will:" (Continued)

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Make at least a "B" average	46.6**	34.5	42.9	35.5	52.2
Need extra time to get a degree	6.5	4.5	3.5	4.5	2.7
Work at outside job	5.9**	31.8	14.1	26.6	26.2
Seek vocational counseling	10.5	13.1	9.7	13.6	12.2
Seek personal counseling	13.4	7.7	9.0	5.9	6.5
Enroll in Honors Course	17.5	9.2	16.7	9.5	18.8
Get a bachelor's degree	92.6**	73.7	86.3	74.3	84.9
Be successful after graduation	21.7	20.3	21.3	21.2	24.0
Find job in own field after graduation	80.3**	53.2	71.9	50.8	57.1
Adopt a child someday	8.1	10.0	8.3	9.9	9.7

\*\*Difference between USMA and one or more other categories is 10 percent or more.

Within the framework of a four year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown above represent only those individuals estimating chances of occurrence as very good for each item.

Cadets are not allowed to be married while attending the Academy; but the percentage of cadets who expect to marry within one year after graduation is much greater than for the norm groups.

29. Long Run Objectives--"Proportion of students considering it essential or very important to:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Be an authority in any field	80.4**	66.0	70.3	63.4	66.8
Develop a philosophy of life	79.4	71.0	72.5	70.7	75.9
Raise a family	79.2	63.7	70.6	59.3	63.4
Keep up with political affairs	73.3**	54.7	60.0	54.6	60.4
Have an active social life	61.6	61.1	61.1	59.7	60.8
Help others in difficulty	67.9**	62.7	60.3	57.7	64.1
Have friends different from me	57.3	60.5	57.9	62.0	62.7
Obtain recogni- tion from peers	51.1**	42.9	46.4	39.7	45.5
Be very well- off financially	56.7	49.0	51.1	47.1	47.2
Be administra- tively responsible	48.4**	29.8	41.1	27.0	27.9
Help clean up environment	45.5	45.5	43.4	47.2	44.3
Succeed in my own business	44.7	51.2	39.3	53.7	49.8
Become a community leader	35.8**	20.1	24.4	17.1	20.4
Marry within next 5 years	41.6**	27.6	33.4	25.1	18.8
Influence social values	27.0	30.8	25.0	28.1	32.0

\*\*Difference between USMA and one or more other categories is 10 percent or more.

29. Long Run Objectives--"Proportion of students considering it essential or very important to:" (Continued)

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>Tech Inst (Male)</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Not to be obligated to people	25.9	24.4	22.3	23.2	23.0
Participate in community action programs	33.5	28.5	27.2	26.2	28.3
Influence political structures	23.4	20.7	18.0	19.5	23.1
Be an expert in finance	23.9	21.3	19.0	20.1	21.4
Contribute to scientific theories	16.3	14.5	21.3	15.7	19.2
Write original works	10.0	12.9	8.8	12.9	16.1
Achieve in a performing art	8.6	10.8	7.5	9.2	11.4
Participate in Peace Corps/Vista	7.9	11.7	8.6	10.8	11.3

Survey respondents were asked to indicate the importance to them personally of a number of life-long objectives. A larger proportion of cadets than freshmen at norm institutions consider very important or essential: getting married and raising a family, being an authority in "my" field, keeping abreast of political affairs, being administratively responsible, and becoming a community leader. The cadets in the Class of 1976 felt more strongly than the Class of 1975 on each of the above items. Their civilian counterparts also tended to feel more strongly than before on most items.

## V. SUMMARY

This comparison of new cadets with other college freshmen reveals a number of characteristics which are similar for both groups, as well as some attributes which differ markedly. Overall, cadets most resemble students at technical institutions. As discussed earlier in this report, however, this similarity should be reviewed with caution since the Service Academies constitute a large proportion (33.3%) of this group norm.

There are several salient aspects of the biographical and socioeconomic characteristics of the USMA Class of 1976. First, minority group representation is greater than at the public university-related college norms, and is approximately equal to that at technical institutions and private university-related colleges, while it is lower than the norms for four-year colleges. The geographical dispersion of cadets is more widespread than for freshmen at other types of institutions because of the role of Congressional nominations in the admission's procedure.

The occupation of a cadet's father is most often either a businessman or a military careerist, while the educational level of both his mother and father is higher than all the comparison norms except private universities.

The secondary school grades and achievements of USMA cadets are, for the most part, better than those representing the norm groups of institutions. The measures on which cadets excel include: average secondary school grades, class rank, and accomplishments or recognition in athletic and extracurricular activities.

In the area of educational aspirations, a larger proportion of new cadets desire a graduate degree than do freshmen in any of the norm groups. The number of cadets interested in professional degrees continues to climb.

In many ways the attitudes, opinions, and objectives of new cadets resemble those of other freshmen college students. Plebes report consistently high degrees of participation in athletic, religious, and cultural activities. The current political preference of Plebes is more conservative than other freshmen students.

"The good academic reputation of the college" was noted as a reason for selection of USMA by eighty-eight percent of the Cadets. This was a much higher percentage than given by any of the norm groups for selecting their colleges.

The cadet typically views his role in shaping educational policies as less active than do freshmen nationally. However, even among the cadets, two-thirds view the student as having a proper, substantial voice in helping evaluate faculty. The long run or career objectives of cadets reflect their desire to raise a family, keep abreast of political affairs, be administratively responsible, provide leadership to the community, and obtain peer group recognition. Conversely, they have less desire to succeed in business or achieve in the performing arts.

In comparison with entering cadets of the Class of 1975, the new cadet in the Class of 1976 is somewhat more conservative in attitude. Both his father and mother have attained a slightly higher level of education and have a larger income. The percentage of entering cadets interested in the professions (medicine, law, divinity), increased from 14% to 17% since last year.

**APPENDIX A**  
**1972 STUDENT INFORMATION FORM**



1972			631861		
<b>YOUR NAME</b> (Please print) First Middle or Maiden Last			<b>When were you born?</b> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: 0.8em;"> <span>Month (01-12)</span> <span>Day (01-31)</span> <span>Year</span> </div>		
<b>HOME STREET ADDRESS</b> (print)					
<b>CITY</b> (print)		<b>STATE</b>	<b>Zip Code</b>		

Dear Student:

The information in this report is being collected as part of a continuing study of higher education by the American Council on Education. The Council, which is a non-governmental association of colleges and educational organizations, encourages and solicits your cooperation in this research in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Council. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely yours,

Roger W. Heyns, President

DO NOT MARK	MARK ONLY IF DIRECTED	GRP.
0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 2 3 3 3 3 3 3 4 4 4 4 4 4 5 5 5 5 5 1 6 6 6 6 6 2 7 7 7 7 7 3 8 8 8 8 8 4 9 9 9 9 9 A	0 0 0 0 0 0 0 0 0 0 1 1 1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 4 4 4 4 4 4 4 4 4 4 5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6 7 7 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 8 8 9 9 9 9 9 9 9 9 9 9	0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

**DIRECTIONS:** Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or less).  
 Make heavy black marks that fill the circle.  
 Erase cleanly any answer you wish to change.  
 Make no stray markings of any kind.

**EXAMPLE:**

	Yes No
Will marks made with ball pen or fountain pen be properly read? ....	○ ●

1. Your Sex: Male ☐ Female ☐
2. Are you a U.S. Citizen? (Mark one)  
 Yes, native born ☐  
 Yes, naturalized ☐  
 No ☐

3. How old will you be on December 31 of this year? (Mark one)
- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 16 or younger <input type="radio"/> | 20 <input type="radio"/>          |
| 17 <input type="radio"/>            | 21 <input type="radio"/>          |
| 18 <input type="radio"/>            | 22-25 <input type="radio"/>       |
| 19 <input type="radio"/>            | 26 or older <input type="radio"/> |

4. What is the highest academic degree that you intend to obtain? (Mark one in each column)
- |  |                 |
|--|-----------------|
| None <input type="radio"/>                                 | Highest Planned |
| Associate (A.A. or equivalent) <input type="radio"/>       | Highest Planned |
| Bachelor's degree (B.A., B.S., etc.) <input type="radio"/> | at this college |
| Master's degree (M.A., M.S., etc.) <input type="radio"/>   |                 |
| Ph.D. or Ed.D. <input type="radio"/>                       |                 |
| M.D., D.O., D.D.S., or D.V.M. <input type="radio"/>        |                 |
| LL.B. or J.D. (Law) <input type="radio"/>                  |                 |
| B.D. or M.Div. (Divinity) <input type="radio"/>            |                 |
| Other <input type="radio"/>                                |                 |

5. How many miles is this college from your parents' home? (Mark one)
- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 5 or less <input type="radio"/> | 51-100 <input type="radio"/>        |
| 6-10 <input type="radio"/>      | 101-500 <input type="radio"/>       |
| 11-50 <input type="radio"/>     | More than 500 <input type="radio"/> |

6. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)
- |                                   | Applications          | Acceptances           |
|-----------------------------------|-----------------------|-----------------------|
| No other <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> |
| One <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> |
| Two <input type="radio"/>         | <input type="radio"/> | <input type="radio"/> |
| Three <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Four <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Five <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| Six or more <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Are you enrolled as: (Mark one)
- |   |
|---|
| a regular, full-time student? <input type="radio"/>     |
| a part-time student? <input type="radio"/>              |
| a special or conditional student? <input type="radio"/> |

8. Prior to this term, have you ever taken courses for credit at this institution? Yes ☐ No ☐

9. Since leaving high school, have you ever taken courses for credit at any other institution? (Mark all that apply)
- |  |
|--|
| No <input type="radio"/>   |
| Yes, at a junior or community college <input type="radio"/>  |
| Yes, at a four-year college or university <input type="radio"/>                                      |
| Yes, at some other postsecondary school (e.g. technical, vocational, business) <input type="radio"/> |

10. Did you graduate from secondary school in the class of 1972? Yes ☐ No ☐

11. From what kind of secondary school did you graduate? (Mark one)
- |   |
|---|
| Public <input type="radio"/>                      |
| Private (denominational) <input type="radio"/>    |
| Private (nondenominational) <input type="radio"/> |
| Other <input type="radio"/>                       |

12. What was your average grade in secondary school? (Mark one)
- |                               |                          |
|-------------------------------|--------------------------|
| A or A+ <input type="radio"/> | B- <input type="radio"/> |
| A- <input type="radio"/>      | C+ <input type="radio"/> |
| B+ <input type="radio"/>      | C <input type="radio"/>  |
| B <input type="radio"/>       | D <input type="radio"/>  |

13. Where did you rank academically in your high school graduating class? (Mark one)
- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| Top Quarter <input type="radio"/> | 3rd Quarter <input type="radio"/>    |
| 2nd Quarter <input type="radio"/> | Lowest Quarter <input type="radio"/> |

14. How many students were in your high school graduating class? (Mark one)
- |                                  |                                |
|----------------------------------|--------------------------------|
| 25 or less <input type="radio"/> | 101-249 <input type="radio"/>  |
| 26-50 <input type="radio"/>      | 250-500 <input type="radio"/>  |
| 51-100 <input type="radio"/>     | Over 500 <input type="radio"/> |

15. What percentage of students in your high school graduating class went on to college? (Mark one)
- |  |                                     |
|--|-------------------------------------|
| Under 10 percent <input type="radio"/> | 50-74 percent <input type="radio"/> |
| 10-24 percent <input type="radio"/>    | 75 percent <input type="radio"/>    |
| 25-49 percent <input type="radio"/>    | or more <input type="radio"/>       |

16. Where did you live for most of the time while you were growing up? (Mark one)
- |  |
|--|
| On a farm <input type="radio"/>                        |
| In a small town <input type="radio"/>                  |
| In a moderate-sized town or city <input type="radio"/> |
| In a suburb of a large city <input type="radio"/>      |
| In a large city <input type="radio"/>                  |

17. Which applies to you? (Mark one)

- Presently married ..... ☐  
 Presently engaged ..... ☐  
 Have been seeing one person exclusively ..... ☐  
 Have been dating, but no one steadily ..... ☐  
 Have not been dating in recent months ..... ☐

18. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ..... ☐  
 Some concern (but I will probably have enough funds) ..... ☐  
 Major concern (not sure I will have enough funds to complete college) ..... ☐

19. For each item below, indicate its importance as a source for financing your education. (Mark one answer for each item)

- Part-time or summer work ..... ☐ Major Source ☐ Minor Source ☐ Not a Source  
 Savings from full-time employment ..... ☐  
 Spouse's employment ..... ☐  
 Parental or family aid or gifts ..... ☐  
 Federal benefits from parent's military service ..... ☐  
 G.I. benefits from your military service ..... ☐  
 Scholarships and grants ..... ☐  
 NDEA loans, federally insured loans, or college loans ..... ☐  
 Other repayable loans ..... ☐

20. What is your best estimate of the total income last year of your parents (not your own family, if you are married)? Consider annual income from all sources before taxes. (Mark one)

- Less than \$3,000 ..... ☐ \$15,000-\$19,999 ..... ☐  
 \$3,000-\$3,999 ..... ☐ \$20,000-\$24,999 ..... ☐  
 \$4,000-\$5,999 ..... ☐ \$25,000-\$29,999 ..... ☐  
 \$6,000-\$7,999 ..... ☐ \$30,000-\$34,999 ..... ☐  
 \$8,000-\$9,999 ..... ☐ \$35,000-\$39,999 ..... ☐  
 \$10,000-\$12,499 ..... ☐ \$40,000-\$49,999 ..... ☐  
 \$12,500-\$14,999 ..... ☐ \$50,000 or more ..... ☐

21. What is the highest level of formal education obtained by your parents and (if married) by your spouse? (Mark one in each column)

- |                        | Father                | Mother                | Spouse                |
|------------------------|-----------------------|-----------------------|-----------------------|
| Grammar school or less | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Some high school       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| High school graduate   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Some college           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College degree         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Some graduate school   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Graduate degree        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (Not married)          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. Mark one in each row:

- |                                     | Jewish                | Protestant            | Roman Catholic        | Other                 | None                  |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Religion in which mother was reared | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religion in which father was reared | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religion in which you were reared   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your present religious preference   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. Which of the following is currently true about your parents? (Mark one)

- Both alive and married to each other ..... ☐  
 Both alive and divorced or separated ..... ☐  
 One or both parents deceased ..... ☐

24. Are your parents employed at present? (Mark one in each column)

- |                         | Father                | Mother                |
|-------------------------|-----------------------|-----------------------|
| Yes, full-time          | <input type="radio"/> | <input type="radio"/> |
| Yes, part-time          | <input type="radio"/> | <input type="radio"/> |
| No, but was in the past | <input type="radio"/> | <input type="radio"/> |
| No, and never was       | <input type="radio"/> | <input type="radio"/> |

25. How would you characterize your political views? (Mark one)

- Far left ..... ☐  
 Liberal ..... ☐  
 Middle-of-the-road ..... ☐  
 Conservative ..... ☐  
 Far right ..... ☐

26. Below is a list of statements on a wide range of topics that may or may not apply to you. Mark all items to which you are able to answer "yes".

- |   | Yes                   |
|---|-----------------------|
| I have been employed for at least a year while not in school  | <input type="radio"/> |
| I have won a prize or award in an art competition             | <input type="radio"/> |
| I have had poems, stories, essays, or articles published      | <input type="radio"/> |
| During the past year I:                                       |                       |
| played a musical instrument                                   | <input type="radio"/> |
| attended religious services                                   | <input type="radio"/> |
| participated in an organized demonstration                    | <input type="radio"/> |
| visited an art gallery or museum                              | <input type="radio"/> |
| smoked cigarettes regularly                                   | <input type="radio"/> |
| drank beer  | <input type="radio"/> |
| had vocational counseling                                     | <input type="radio"/> |
| worked in a local, state, or national political campaign      | <input type="radio"/> |
| While in high school I:                                       |                       |
| was a member of a scholastic honor society                    | <input type="radio"/> |
| won a varsity letter in basketball or football                | <input type="radio"/> |
| won a varsity letter in another sport                         | <input type="radio"/> |
| edited the high school paper, year-book, or literary magazine | <input type="radio"/> |

27. What is: (Mark one in each column)

- Your probable future occupation? ..... ☐  
 Your father's current occupation? ..... ☐  
 Your mother's current occupation? ..... ☐  
 Your spouse's current occupation, if married? ..... ☐

NOTE: If your father or mother is deceased or retired, please indicate his or her last occupation.

- |   | Y                     | F                     | M                     | S                     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Accountant or actuary                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Actor or entertainer                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Architect                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Artist                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business (clerical)                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business executive (manager, administrator) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business owner or proprietor                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business salesman or buyer                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clergy (rabbi, minister, priest)            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clergy (other religious)                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clinical psychologist                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College teacher                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computer programmer                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conservationist or forester                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dentist (including orthodontist)            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dietitian or home economist                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engineer                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Farmer or rancher                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Foreign service worker (including diplomat) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Homemaker (full-time)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interior decorator (including designer)     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpreter (translator)                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lab technician or hygienist                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Law enforcement officer                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lawyer (attorney)                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Military service (career)                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Musician (performer, composer)              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nurse                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Optometrist                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pharmacist                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physician                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School counselor                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School principal / superintendent           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scientific researcher                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social worker                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Statistician                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Therapist (physical, occupational, speech)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher (elementary)                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher (secondary)                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Veterinarian                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writer or journalist                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skilled trades                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Undecided                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Laborer (unskilled)                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Semi-skilled worker                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other occupation                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Unemployed                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. Are you a veteran? (Mark one)

No ..... ☐  
 Yes, I served in Southeast Asia ..... ☐  
 Yes, but I did not serve in Southeast Asia ..... ☐

29. Are you: (Mark all that apply.)

White/Caucasian ..... ☐  
 Black/Negro/Afro-American ..... ☐  
 American Indian ..... ☐  
 Oriental ..... ☐  
 Mexican-American/Chicano ..... ☐  
 Puerto Rican-American ..... ☐  
 Other ..... ☐

30. The following is a list of several ethnic groups. The list is not intended to be all-inclusive; if no response seems appropriate, mark "none of above apply."

(Mark one in each column)

	Father's Ethnic Group	Mother's Ethnic Group	Your Ethnic Identity (if any)
Canadian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English/Scotch/Welsh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Italian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latin American/Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Polish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Russian or other Slavic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scandinavian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None of above apply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Mark one in each row:

Agree strongly  
 Agree somewhat  
 Disagree somewhat  
 Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
The Federal government is not doing enough to control environmental pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to protect the consumer from faulty goods and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to promote school desegregation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much concern in the courts for the rights of criminals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As long as they work hard, people should be paid equally regardless of ability or quality of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities of married women are best confined to the home and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should be discouraged from having large families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should receive the same salary and opportunities for advancement as men in comparable positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistically, an individual can do little to bring about changes in our society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Mark one in each row:

Agree strongly  
 Agree somewhat  
 Disagree somewhat  
 Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College officials have the right to regulate student behavior off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty promotions should be based in part on student evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College grades should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges would be improved if organized sports were de-emphasized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student publications should be cleared by college officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most college officials have been too lax in dealing with student protests on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open admissions (admitting anyone who applies) should be adopted by all publicly-supported colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. What is your best guess as to the chances that you will: (Mark one for each item)

Very Good Chance  
 Some Chance  
 Very Little Chance  
 No Chance

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Change major field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change career choice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fail one or more courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate with honors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be elected to a student office?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join a social fraternity, sorority, or club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be elected to an academic honor society?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make at least a "B" average?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need extra time to complete your degree requirements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have to work at an outside job during college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek vocational counseling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek individual counseling on personal problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enroll in honors courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a bachelor's degree (B.A., B.S., etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop out of this college temporarily (exclude transferring)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop out permanently (exclude transferring)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer to another college before graduating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter active duty in the armed services before completing college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be satisfied with your college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be more successful after graduation than most students attending this college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a job after graduation in the field for which you were trained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get married while in college? (skip if married)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get married within a year after college? (skip if married)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopt a child some day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Do you feel that you will need any special help in any of the following subjects? (Mark all that apply)

English ..... ☐ Social Studies .... ☐  
 Reading ..... ☐ Science ..... ☐  
 Mathematics ..... ☐ Foreign Language . ☐

35. Below is a list of 68 different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

#### ARTS AND HUMANITIES

Architecture ..... ☐  
 English (literature) ... ☐  
 Fine arts ..... ☐  
 History ..... ☐  
 Journalism (writing) .. ☐  
 Language (modern) ... ☐  
 Language (other) ..... ☐  
 Music ..... ☐  
 Philosophy ..... ☐  
 Speech and Drama ..... ☐  
 Theology ..... ☐  
 Other Arts and Humanities ..... ☐

#### BIOLOGICAL SCIENCE

Biology (general) ..... ☐  
 Biochemistry ..... ☐  
 Biophysics ..... ☐  
 Botany ..... ☐  
 Zoology ..... ☐  
 Other Biological Science ..... ☐

#### BUSINESS

Accounting ..... ☐  
 Business Admin. .... ☐  
 Electronic Data Processing ..... ☐  
 Secretarial Studies ... ☐  
 Other Business ..... ☐

#### ENGINEERING

Aeronautical ..... ☐  
 Civil ..... ☐  
 Chemical ..... ☐  
 Electrical ..... ☐  
 Industrial ..... ☐  
 Mechanical ..... ☐  
 Other Engineering ..... ☐

#### PHYSICAL SCIENCE

Chemistry ..... ☐  
 Earth Science ..... ☐  
 Mathematics ..... ☐  
 Physics ..... ☐  
 Statistics ..... ☐  
 Other Physical Science . ☐

#### PROFESSIONAL

Health Technology (medical, dental, laboratory) ..... ☐  
 Nursing ..... ☐  
 Pharmacy ..... ☐  
 Podiatry ..... ☐  
 Prelaw ..... ☐  
 Premedical ..... ☐  
 Preveterinary ..... ☐  
 Therapy (occupat., physical, speech) ... ☐  
 Other Profession ..... ☐

#### SOCIAL SCIENCE

Anthropology ..... ☐  
 Economics ..... ☐  
 Education ..... ☐  
 History ..... ☐  
 Political Science (government, int. relations) ..... ☐  
 Psychology ..... ☐  
 Social Work ..... ☐  
 Sociology ..... ☐  
 Other Social Science .. ☐

#### OTHER FIELDS

Agriculture ..... ☐  
 Communications (radio, T.V., etc.) .. ☐  
 Computer Science .. ☐  
 Environmental Science ☐  
 Electronics (technology) ..... ☐  
 Forestry ..... ☐  
 Home Economics ..... ☐  
 Industrial Arts ..... ☐  
 Library Science ..... ☐  
 Military Science ..... ☐  
 Physical Education and Recreation ... ☐  
 Other (technical) ... ☐  
 Other (nontechnical) ..... ☐  
 Undecided ..... ☐

36. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions in my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an active social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having friends with different backgrounds and interests from mine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an expert in finance and commerce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having administrative responsibility for the work of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well-off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in an organization like the Peace Corps or Vista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, short stories, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Never being obligated to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating artistic work (painting, sculpture, decorating, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting married within the next five years (skip if married)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here? (Mark one answer for each statement)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to live away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college has a very good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college has a good athletic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was offered financial assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my friends are going to this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of low tuition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone who had been here before advised me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of the special educational programs offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not accepted anywhere else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My guidance counselor advised me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to live at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### DIRECTIONS:

The remaining circles are provided for items specifically designed by your college, rather than by the American Council on Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

38. ☐ A ☐ B ☐ C ☐ D ☐ E  
 39. ☐ A ☐ B ☐ C ☐ D ☐ E  
 40. ☐ A ☐ B ☐ C ☐ D ☐ E  
 41. ☐ A ☐ B ☐ C ☐ D ☐ E  
 42. ☐ A ☐ B ☐ C ☐ D ☐ E  
 43. ☐ A ☐ B ☐ C ☐ D ☐ E  
 44. ☐ A ☐ B ☐ C ☐ D ☐ E  
 45. ☐ A ☐ B ☐ C ☐ D ☐ E  
 46. ☐ A ☐ B ☐ C ☐ D ☐ E  
 47. ☐ A ☐ B ☐ C ☐ D ☐ E

**APPENDIX B**

**LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS:**

**Four Year Colleges**

**Technical Institutions**

**Public University-related Colleges**

**Private University-related Colleges**

FOUR YEAR COLLEGES (243)

Adrian College  
Alabama A&M College  
Alabama State University  
Allegheny College  
Amherst College  
Appalachian State University  
Aquinas College (MI)  
Augustana College (IL)  
Augustana College (SD)  
Austin College  
Baptist Bible Seminary  
Bard College  
Bates College  
Beloit College  
Benedictine College  
Bennington College  
Berea College  
Berry College  
Bethany Lutheran College and Theological School  
Bishop College  
Bluffton College  
Bowdoin College  
Bowie State College  
Bryant College of Business Administration  
Buena Vista College  
California Institute of Technology  
California Lutheran College  
California State College, Fullerton  
Calvin College  
Cardinal Stritch College  
Carleton College  
Carroll College  
Centre College of Kentucky  
Chapman College  
Chatham College  
Chicago State College  
Claremont Men's College  
Clark College (GA)  
Clarke College (IA)  
Cleveland Institute of Art  
Colby College  
Colby Junior College (NH)  
College of Mount St. Vincent  
College of Our Lady of the Elms  
College of St. Benedict  
College of St. Catherine  
College of St. Rose  
College of St. Scholastica  
Colorado College  
Connecticut College  
Cooper Union  
CUNY-City College (NY)  
CUNY, John Jay College

FOUR YEAR COLLEGES (Continued)

Dartmouth College  
Davidson College  
Davis and Elkins College  
Defiance College  
Delaware Valley College of Science and Agriculture  
DePauw University  
Dickinson College  
Doane College  
Earlham College  
Eastern Mennonite College  
Eckard College  
Eisenhower College  
Elizabeth City State College  
Elon College  
Emory and Henry College  
Erskine College  
Findlay College  
Fisk University  
Fort Hays Kansas State College  
Framingham State College  
Franklin and Marshall College  
Frostburg State College  
Furman University  
General Motors College  
Geneva College  
George Williams College  
Georgia Southwestern College  
Gettysburg College  
Guilford College  
Gustavus Adolphus College  
Hamline University  
Hampden-Sydney College  
Harding College  
Harvey Mudd College  
Haverford College  
Hiram College  
Hobard and William Smith College  
Hofstra University  
Hope College  
Huntington College  
Johnson C. Smith University  
Kentucky State College  
Kirkland College  
La Roche College  
Lafayette College  
Lakeland College  
Lebanon Valley College  
LeMoyne College  
Lenoir-Rhyne College  
Lincoln University  
Lindenwood College  
Livingstone College  
Lock Haven State College  
Longwood College  
Loretto Heights College  
Los Angeles Baptist College  
Louisiana Polytechnic Institute  
Luther College

FOUR YEAR COLLEGES (Continued)

MacMurray College  
Madonna College  
Manchester College  
Mansfield State College  
Marian College of Fond du Lac  
Marietta College  
Marlboro College  
Mars Hill College  
Marywood College  
McPherson College  
Medaille College  
Mercyhurst College  
Merrimack College  
Middlebury College  
Milligan College  
Millsaps College  
Milton College  
Monmouth College  
Morningside College  
Morris Brown College  
Mount Holyoke College  
Mount St. Mary's College (MD)  
Mount St. Mary College (NY)  
Nazareth College (MI)  
Nazareth College of Rochester  
Newark College of Engineering  
Newton College of the Sacred Heart  
North Carolina A&T State College  
North Carolina Wesleyan College  
Northland College  
Oakland University  
Occidental College  
Ohio Dominican College  
Ohio Northern University  
Ohio Technical College  
Ohio Wesleyan University  
Oklahoma Christian College  
Old Dominion University  
Ottawa University  
Pace College  
Pacific University  
Parsons College  
Philadelphia College of Art  
Philadelphia College of Pharmacy & Science  
Polytechnic Institute of Brooklyn  
Prescott College  
Ramapo College of New Jersey  
Randolph Macon College  
Reed College  
Rider College  
Rockford College  
Rockhurst College  
Kosary College  
Russell Sage College



FOUR YEAR COLLEGES (Continued)

St. Anselm's College  
St. John College of Cleveland  
St. John Fisher College  
St. John's University (MN)  
St. Joseph's College (IN)  
St. Joseph's College (PA)  
St. Mary College (KS)  
St. Mary's College of California  
St. Mary's Dominican College  
St. Meinrad College  
St. Norbert College  
St. Xavier College  
Salem College  
Salisbury State College  
Sarah Lawrence College  
Simpson College  
Southeastern Massachusetts University  
Southern Illinois University (Edwardsville)  
Southern State College (AR)  
Southern University (LA)  
Spalding College  
Spelman College  
Spring Hill College  
Springfield College (MA)  
Stemphens College  
Stevens Institute of Technology  
SUNY at Brockport  
SUNY at Cortland  
SUNY at Geneseo  
SUNY at Potsdam  
SUOMI College  
Susquehanna University  
Swarthmore College  
Sweet Briar College  
Talladega College  
Transylvania College  
Trenton State College  
Trinity College  
Union College  
U.S. Air Force Academy  
U.S. Coast Guard Academy  
U.S. Military Academy  
U.S. Naval Academy  
University of Arkansas (Pine Bluff)  
University of Maine (Farmington)  
University of Maine (Ft. Kent)  
University of Maine (Machias)  
University of Maine (Presque-Isle)  
University of Michigan (Flint)  
University of Missouri (Rolla)  
University of Missouri (St. Louis)  
University of Tennessee (Chattanooga)  
University of the South  
University of Virginia - George Mason College

FOUR YEAR COLLEGES (Continued)

Upsala College  
Valparaiso University  
Vassar College  
Virginia Military Institute  
Virginia State College  
Viterbo College  
Wabash College  
Walsh College  
Warren Wilson College  
Washington and Lee University  
Waynesburg College  
Webb Institute of Naval Architecture  
Wesleyan College (GA)  
Wesleyan University (CT)  
Western Illinois University  
Western New England College  
Westmar College  
Westminster College  
Whitman College  
Williams College  
Willimette University  
Wittenberg University  
Wofford College  
Xavier University

## TECHNOLOGICAL INSTITUTIONS (12)

California Institute of Technology  
General Motors Institute  
Newark College of Engineering  
Polytechnic Institute of Brooklyn  
Southeastern Massachusetts University  
Stevens Institute of Technology  
U.S. Air Force Academy  
U.S. Coast Guard Academy  
U.S. Military Academy  
U.S. Naval Academy  
Virginia Military Institute  
Webb Institute of Naval Architecture

## PUBLIC UNIVERSITIES (19)

Iowa State University of Science & Technology  
Miami University (Oxford Campus)  
Montana State University  
Ohio State University  
Oklahoma State University  
University of Alabama (Huntsville)  
University of California (Santa Barbara)  
University of California (Santa Cruz)  
University of Idaho  
University of Louisville  
University of Maine (Orono)  
University of Massachusetts  
University of Missouri (Kansas City)  
University of Nevada (Reno)  
University of South Carolina (Main Campus)  
University of South Carolina (Allendale)  
University of Virginia (Charlottesville)  
University of Wisconsin (Milwaukee)  
Virginia Polytechnic Institute

## PRIVATE UNIVERSITIES (23)

Baylor University  
Brandeis University  
Bradley University  
Catholic University of America  
Drake University  
Emory University  
Johns Hopkins University  
Loyola University (Illinois)  
Northeastern University  
Northwestern University  
Princeton University  
Rensselaer Polytechnic Institute  
Rice University  
St. Johns University (NY)  
St. Louis University  
Texas Christian University

PRIVATE UNIVERSITIES (Continued)

University of Denver  
University of Miami  
University of Notre Dame  
University of Pennsylvania  
University of Rochester  
University of Santa Clara  
Villanova University

UNCLASSIFIED

Security Classification

DOCUMENT CONTROL DATA - R & D

(Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified)

1. ORIGINATING ACTIVITY (Corporate author) Office of Institutional Research United States Military Academy West Point, New York 10996		2a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED	
		2b. GROUP	
3. REPORT TITLE A COMPARISON OF NEW CADETS AT USMA WITH ENTERING FRESHMEN AT OTHER COLLEGES, CLASS OF 1976			
4. DESCRIPTIVE NOTES (Type of report and inclusive dates)			
5. AUTHOR(S) (First name, middle initial, last name) John W. Houston			
6. REPORT DATE March 1973	7a. TOTAL NO. OF PAGES 47	7b. NO. OF REFS 2	
8a. CONTRACT OR GRANT NO. A. PROJECT NO. 148		8b. ORIGINATOR'S REPORT NUMBER(S) 184.03-73-022	
c.		9b. OTHER REPORT NO(S) (Any other numbers that may be assigned this report)	
d.			
10. DISTRIBUTION STATEMENT REPRODUCTION OF THIS REPORT IN WHOLE OR IN PART MUST HAVE BEEN AUTHORIZED BY THE COMMANDING GENERAL, UNITED STATES MILITARY ACADEMY, WEST POINT, N.Y.			
11. SUPPLEMENTARY NOTES		12. SPONSORING MILITARY ACTIVITY United States Military Academy West Point, New York 10996	
13. ABSTRACT This report compares new cadets at USMA in the Class of 1976 with other entering college freshmen at institutions in the following norm groups: all four year, technical, private, and public colleges. The American Council on Education's survey, which is the basis for this report, investigates data on secondary school and socio-economic background, values, interests, and activity patterns.			

DD FORM 1473

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14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
Admission Background Data Biographical Information ACE Student Information Class of 1976						

UNCLASSIFIED

Security Classification